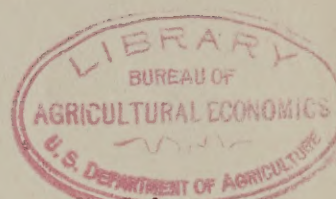


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PLANNING THE BEST USE OF ENGINEERING FACTORS
AFFECTING LAND USE*

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New practices of drainage, irrigation, and erosion control have been introduced into communities through the medium of result demonstrations which effectively sold these practices to farmers. Desire for adoption of these practices by other farmers has resulted in requests for individual farm service of extension agricultural engineers, to the extent of questionable educational value. It becomes necessary to decide which practices must be continued as farm service and in which practices farmers are to be taught fundamental principles in order that they may introduce and use these practices without aid of the agricultural engineer.

When teaching means such as schools and lectures are used to replace farm service, illustrative material of local origin is most effective.

Because most practices which improve or protect the soil make use of a level, instruction in very simple use of this instrument is necessary.

Instruction must include allied subject matter where applicable, such as economic management, soils, and crops.

Possibility of use of agronomic practices where more economic, must be considered also.

Teaching of fundamental principles of soil practices when possible involves more preparation and more skillful teaching on the part of the extension agricultural engineer than introducing all practices on a farm service basis, but allows him to serve a larger field.

Dissemination of fundamental principles of erosion control, through schools and meetings, must be adopted if these practices are to be adopted on all farms on which erosion is a problem. Technical aid to farmers by means of result demonstrations would very inadequately meet the demand for assistance in erosion control problems, if these practices are to be universally used.

Extension Service and Soil Conservation Service must determine cooperative activities to avoid duplication of effort and all appearance of competition in the field.

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